

**IMPROVING STUDENTS' SPEAKING ABILITY THROUGH
STORYTELLING TECHNIQUE AT SECOND GRADE
OF SMPN 19 BANDAR LAMPUNG**

(A Script)

By:

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**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG**

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ABSTRACT

IMPROVING STUDENTS' SPEAKING ABILITY THROUGH STORYTELLING TECHNIQUE AT SECOND GRADE OF SMPN 19 BANDAR LAMPUNG

FALERA AGUSTINA

The objectives of this research are (1) to find out whether there was a significant improvement of students' speaking ability before and after being taught through storytelling (2) to find out which aspects of speaking improve the most by using storytelling in speaking class.

This research was a quantitative research. The population of this research was the second grade students of SMPN 19 Bandar Lampung. The subjects were 32 students of class VIII B at SMPN 19 Bandar Lampung in 2017/2018 academic year. There were two raters to assess students' speaking performances and speaking test. To prove the hypothesis, the researcher used one group pretest posttest design, and analyzed the data by using repeated t-test. In this case, the researcher used SPSS (Statistical Package for Social Science) version 16.0 to prove whether the hypothesis was accepted or not.

The results showed that the mean of the pretest is 52.8 and the mean of posttest is 75.00 and p (probability level) is less than 0.05 ($0.000 < 0.050$), so that the null hypothesis (H_0) is rejected and alternative hypothesis (H_1) is accepted. It indicates that there is significant improvement of students' speaking ability.

In addition, for the aspects of speaking, the data showed that the aspect of speaking which is improved the most is comprehension with the increase 4.62. Therefore, the

researcher concludes that storytelling facilitates the students' to improve their speaking achievement.

Keywords: storytelling technique, teaching speaking, narrative text

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STORYTELLING TECHNIQUE AT SECOND GRADE
OF SMPN 19 BANDAR LAMPUNG**

**By:
FALERA AGUSTINA**

**A Script Submitted in a Partial Fulfillment of
The Requirements for S-1 Degree**

In

**The Language and Arts Education Department of
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**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
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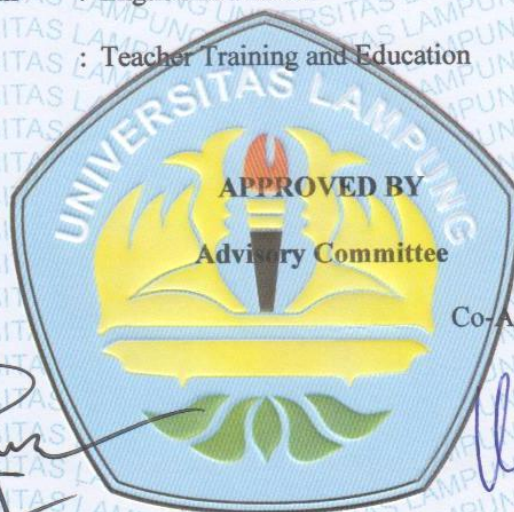
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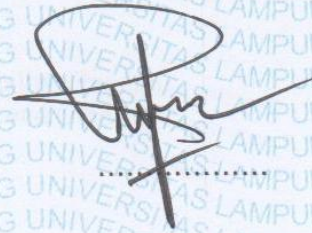
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CURRICULUM VITAE

The name of the writer is Falera Agustina. She was born in Bandar Lampung, Lampung, on August, 2nd 1996. She is the first child of Joni Auri and Rosada. She has a beloved sister and brother named Sintia Sari and Abdu Frastama.

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MOTTO

“ There is only one thing that makes a dream impossible to achieve: the fear of failure ”

(Paulo Coelho, The Alchemist)

DEDICATION

This script is fully dedicated to: My beloved parents, sister and brother

My friends in English Education 2014 of Lampung University

all my beloved friends

My Almamater, University of Lampung

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All praises to Allah SWT, the almighty God, for blessing the writer with health and determination to finish this script. Greeting is never forgotten, praise upon Prophet Muhammad SAW and his family, followers and all Muslims. This script entitled “Improving Students’ Speaking skills Through Storytelling at SMPN 19 Bandar Lampung” is submitted as a compulsory fulfillment of the requirement for S-1 Degree at The Language and Arts Education Department of Teacher Training and Education Faculty of University of Lampung.

In this case, the writer would like to express her deep gratitude and respect for those who have well contribution in helping and supporting her to finish this script.

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Finally, the writer believes that her writing is still far from perfection. There are might be weakness in this research. Thus, comments, critiques, and suggestions are always opened for better research. Somehow, the writer hopes this research would give a positive contribution to the educational development, the readers and to those who want accomplish further research.

Bandar Lampung, Januari 2019

The writer,

Falera Agustina

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I. INTRODUCTION

This chapter discusses background of the problems, identification of the problems, limitation of the problems, formulation of research questions, objective, the use of the research and definition of terms.

1.1. Background of the problems

English is a tool of communication to people in other country or societies are used to express an idea, feelings and many aspects in human life. English as an international language is widely spoken all over the world. It becomes very important in education aspect. Speaking is part of the language skills which is important for language learners to be developed. Furthermore, according to Richards (2008) as foreign language learners, we should master speaking skill in English as our priority

Commonly, learning English deals mainly with skills, they are: (1.) listening, (2.) speaking, (3.) reading, and (4.) writing. Among those skills, speaking skills are naturally difficult to be mastered by the students starting from elementary school. This is true because speaking skills include many complex aspects, such as (1.) fluency (smoothness of flow which sounds, syllables, words, and phrases are joined together when speaking), (2.) pronunciation (the way for students to produce clearer language when they speak), (3.) grammar (the rule of study of language inflection),

(4.) vocabulary (the words used in language), (5.) comprehension (the ability of understanding the speaker's intention and general meaning).

In Indonesia English is a foreign or second language. The Indonesian government explicitly emphasizes that the aim of teaching and learning of English in Indonesia is to make the students have a good speaking ability in order to achieve the objectives of English teaching and learning as stated in the current curriculum. It has been a main subject for students in elementary until senior high school levels. English is essential to be taught for the younger people, for this case; students from the beginner up to senior high school. In developing the students' ability in mastering English, it cannot be separated from speaking mastery, because it can be a measurement of students, understand in English.

In learning to speak, the students often made some problems. The problems frequently found are that their native language causes them difficult to use the foreign language. Another reason is that they lack of motivation to practice the second language in daily conversation. They are also very shy and afraid to speak in the conversation. Students who need such skills and find them lack report that they sometimes feel awkward when they find themselves in situations that require talking for interaction.

The problems above are important to be investigated, based on Curriculum 2013, speaking is one of important language skills for students in learning language because

speaking is one of the ability to carry out a conversation in language. Speaking is communication or conversations between two people are exchanging information or they have a communication or conversation needs Doff (1987: 45). As we know that speaking or oral ability is specific ability to give a speaker chance to express ideas and opinion with other. Speaking is also called productive skill. Everything which has been read and listened can be expressed through speaking. By speaking, people can explain what they had been read and listened so that everyone can understand.

According to Byrne (1984) speaking is oral communication. It is an activity conducted by people to communicate and interact with other people in an appropriate and correct situation. One of the objectives of English is to make the learners able to communicate in the target language. The students are expected to be able to express, communicate and give information. Moreover, it is useless to master a number of vocabulary items and grammar if the students cannot use it when they are communicating and interacting with others. It implies how essential speaking in communication.

During writer's experience in Teacher Training Practice (PPL) for two months, it seemed that the students could not express their ideas in English orally since they used English in learning process. There are some factors why that problem occurred. Firstly, students had difficulty in speak English words. Mostly, the students were not fluent in speaking since they usually had problem in grammar and pronunciation. Secondly, the students were lack of vocabulary knowledge thus they had difficulty in

arranging a sentence in speaking. As a result the students felt use unable when to speak in English because they could not speak well. Another problem which found by the researcher was that the teachers usually teach the students based on the book available only in their school, so that they become too dependent on those books and the students do not have any chance to do exercise either in written or oral form.

Up to now, most of students in junior high school still have difficulties in learning speaking. They always think speaking is hard work and not enjoyable. Perhaps the students problems because they low of motivation, lack of vocabulary or there is no self-confidence So that, when the teachers ask them for practicing speaking, they do not brave enough to speak up, especially in front of the class.

To overcome the problems above, there are many techniques that can be applied in teaching speaking, storytelling is one of the technique that can be applied in the teaching and learning of speaking. Storytelling involves a two-way interaction between a storyteller and one or more listeners. So, active skill (speaking) is needed to be taught.

This method is the interactive activity using words and action to make the listener's imagine the story. Storytelling can improve students speaking skill, it has many benefits such as to build students self-confidence, communication skills, increase students' vocabulary and to manage students ideas. It improves articulation of words and fluency with language. It is also easy to implement this method in the

classroom and with easy steps. It is also has elements that have to be noticed, they are plot, characters, and narrative point of view. Hopefully, through this writing, teachers who are concerned with students' weakness in their speaking can recognize the effective way to improving students' speaking skill. Based on the reasons above, the researcher was interested in conducting the current research.

1.2. Identification of the problems

There are some problems usually found in speaking teaching learning process. There are many factors can make many problems emerge. The problems that usually found are as stated below:

- a. The students are lack of ability to speak.
- b. Students are lack of vocabulary knowledge thus they have difficulty in composing a sentence in speaking.
- c. The students still have difficulties in pronunciation and lack vocabulary mastery. Their grammar competencies were also poor.
- d. Some teachers do not know how much to correct, when to correct, and how to correct.
- e. Students need some inputs and supports to improve their performance.

1.3. Limitation of the Problems

In line with the identification of the problems above, the current research is limited on how to overcome the problems based on point a, b, and c. To help the students to improve all aspect in speaking to increase their speaking skills of the students in second grade of SMPN 19 Bandar Lampung in order to answer the problems that have been mentioned on the identification of the problems.

1.4. Formulation of Research Questions

Based on the limitation of the problem above, the research questions of this research are formulated as follows:

1. Is there any significant improvement on students' speaking ability before and after being taught using storytelling?
2. What aspect of speaking improve the most by using storytelling in speaking class?

1.5. Objectives of the Research

In reference to the formulation of the problem, the objectives of the research were:

- 1). To find out whether using storytelling as a method in teaching speaking has effects that improve students' speaking ability or not in improving students' speaking ability, also

- 2). To see in what aspect of speaking storytelling contributes more in improving students' speaking ability.

1.6. The Uses of the Research

This study has some uses as follows:

1. Theoretically

The result from this research might have significance for field of education, in the form of supporting the theories of teaching and learning strategies. Furthermore, it might be able to help the teachers to give additional information about story telling and become an alternative technique in teaching speaking.

2. Practically

Practically the findings of this research are expected to be beneficial for :

a. Teacher :

The result of the study can be beneficial for the teachers as the ways to teaching and learning process in improving the students' speaking skills.

b. Student

The research can improve the speaking skills of the students of second grade at SMPN 19 Bandar Lampung. Also as a tool that may help English students to learn English in proper way and more affective.

c. Researcher

The findings of this study can be used as a reference to support other researchers who are interested in conducting a study with the similar theme or purpose.

1.7. Definition of Terms

Some definitions of this term use in this research are stated as follows:

a. Storytelling

According to Cameron (2001:160), storytelling is an oral activity, and stories have the shape they do because they are designed to be listened to and in many situations, participated in. Storytelling can improve students speaking skill, it has many benefits such as to build students self-confidence, communication skills, increase students vocabulary and to manage students ideas.

b. Speaking Skill

Thonburry (2005), consider that speaking or oral communication as an activity which includes two or more people in which hearers and speakers have to react to what they hear and make their contribution at speed of high level. Each participant has a purpose or an intention that she/he wants to achieve in the interaction.

II. THEORITICAL FOUNDATION

This chapter discusses theory that supports this research. It consists of concept of speaking, types of speaking, aspects of speaking, teaching speaking, storytelling, teaching speaking using storytelling, advantages and disadvantages of using storytelling, theoretical assumption and hypothesis.

2.1. Review of Previous Research

Previous study conducted by Whalesi (2010). The aim with this study is to identify whether or not and to what extent storytelling improved students' speaking proficiency, and to analyze the situation when paired storytelling is implemented in the speaking class. The results of the research show that storytelling can improve the students' speaking proficiency, also storytelling can implement in speaking class it shows the class situation more life and fun ,and students' self-esteem increase, they are not shy again when perform forward in the class, also students' speaking proficiency improved.

Next, conducted by Rafiudin (2011) the objectives of the study were to find out whether or not and to what extent storytelling can improve the students' speaking skill and to describe the teaching learning process when storytelling is applied in teaching speaking. It can be seen from students' performance during teaching and

learning process. Students became more active and all students were involved in teaching learning process.

Based on the previous research above, the researcher conclude that in improving the students' speaking skills, the English teachers have to find out the appropriate teaching techniques or media in presenting the teaching materials in the classroom. Moreover, the use of storytelling technique as a teaching media is believed as the solution to break some difficulties in teaching speaking. It also can create interesting and enjoyable learning. By applying storytelling, the classroom may be designed communicatively and functionally based on the students' needs.

Furthermore, the difference between the previous research and this research is the subject of the research. In this research the researcher uses junior high school students as the subject. Also this research focus on storytelling can improve the students' speaking skill by five aspect of speaking.

2.2. Review of Related Literature

2.2.1. Concept of Speaking

Speaking are very important ability in doing daily activities because people can react to other persons and situation and express our ideas, thought, and feeling through spoken language. There are some definitions and perspectives of speaking proposed by some experts. According to Cameron (2001) states that

speaking is the active use of language to express meanings so that other people can make sense of them. Also adds that attention to precise details of language is required to speak in foreign language in order to share understanding with other people. A speaker needs to find the most appropriate words and the correct grammar to convey meaning accurately and precisely, and needs to organise the discourse so that the listener will understand. While, Chaney (1998) in Kayi (2006) states that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.

Furthermore, Richards (2008: 19) states that the mastery of speaking skills in English is a priority for many second language or foreign language learners. Consequently learners often evaluate their success in language learning as well as the effectiveness of their English course based on how much they feel they have improved in their spoken language proficiency. Pollard (2008) says that one of the most difficult aspects for students to master is speaking. It is difficult when learners have to consider and think about their ideas, what to say, language, grammar, vocabulary, pronunciation in one time and how to react with a person who communicates with them.

In addition, Brown (2004) says that speaking is a productive skill that can be directly and empirically observed, those observations are in variably coloured by the accuracy and effectiveness of the test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test. Moreover, he

divides speaking skill into two, namely: micro and macro skills of speaking. The micro skills refer to producing the smaller chunk so language such as phonemes, morphemes, words, collocations, and phrasal units. The macro skill simply the speaker's focus on the larger elements: fluency, discourse, function, style, cohesion, nonverbal communication and strategic options.

In relation to this, Lado (1976: 240) stated that speaking as an ability to converse or to express a sequence of ideas fluently. It means that in the process of speaking there must be at least two people, one is the speaker and one other as the listener. In communication or speaking process, the speaker must be able to share the ideas clearly, so that the listener can receive what the speaker communicates, he or she must comprehend in coming message and the organize appropriate response for production. Rivers (1978: 162) also says through speaking someone can express her or his idea, emotions and reactions to other or situation and influence other person. Furthermore, someone can communicate or express what he or she wants from other and response to other speaker. It means that in order to express someone's ideas, the speaker must also attend the aspect of speaking, in order that the message is understandable to the listener. Tarigan (1982: 18) refers to speaking as the ability to produce articulation, sounds or words to express, to say, to show, and to think about ideas, thought and feeling.

To sum up, speaking is a productive language skill in which the activity includes two or more people having interaction in order to deliver or get

message. Furthermore, a speaker needs to use the most appropriate words and the correct grammar to convey meaning accurately and precisely, and needs to organize the discourse so that the listeners will understand.

2.2.2. Concept of Teaching Speaking

Teaching speaking is a process to teach students how to use the language for communication, expressing ideas, or share information. The goal of teaching speaking should improve students' communicative skills, because students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. According to Richard (2008), the emergence of communicative language teaching leads to the change views of syllabuses and methodology, which continue to shape approaches to teaching speaking skill today. In line with this, Kayi (2006) states that teaching speaking has been undervalued and English language teachers have continued teaching speaking just as a repetition of drills or 18 memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. We cannot only teach what will be spoken but also situation that will deal with the teacher teach speaking by carrying out the students in a certain situation concerning the topic discussed. For example, the topic is about "Drugs" hence the teacher carrier out to involve the students' activities in this situation. The topic must

be: a. Familiar (well known from long or close association) to the students so that b. The ideas (a thought or suggestion as to a possible course of action) c. Organization (an entity comprising multiple people, such as an institution or an association, that has a collective goal and is linked to an external environment) are clear and the learners have an oral commands. d. Oral commands of the language (the primary goal in small classes, while grammar and the written aspects are not neglected) need to describe the topic

According to Nunan (2003), what is meant by teaching speaking is to teach English language learners to:

1. Produce English speech sounds and sounds patterns,
2. Use words and sentence stress, intonation patterns and the rhythm of the second language,
3. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter,
4. Organize their thoughts in a meaningful and logical sequence,
5. Use language as a means of expressing values and judgments, and
6. Use the language quickly and confidently with few unnatural pauses, which is called fluency.

According to the explanations above, the students will try to use the language in interacting with their friends. Also Harmer (1998) states there are criteria in teaching speaking for teachers to meet. He suggests that a good plan needs to have

judicious blend of coherence and variety coherence means that students can see the logical pattern to the lesson. The various activities in learning process must have connection between them. This statement suggests that the teacher is required to provide students with a wide range of activities or tasks which are rich in variety but have logical connection to each other.

From the explanation above, teaching speaking is the act to teach learners how to produce English speech sounds and sound patterns, use appropriate words according to proper social setting and can organize their thought in a meaningful and logical sequence.

2.2.3. Types of Speaking

A spoken language has a number of forms which is also important to be covered in the language course. Brown (2004) says language teaching is devoted to give an instruction in mastering English conversation. He classifies the types of oral language as monologue and dialogue. Monologue is a type of spoken language, when one speaker uses the language, as in speech, lectures, readings, and news broadcast, the listeners must process long stretch of speech without any interruption and the stream of the speech will go on whether or not the listener understands. Besides, dialogue involved two or more speakers. As had been stated before, dialogue can be divided into transactional which is concerned

with the transfer of information, and the interactional which has the primary purpose of maintaining social relationships.

From the explanation above, the researcher assumed that speaking is a process of building and sharing meaning, in which thought and knowledge are used to express what people would deliver and communicate in different situations. In speaking, there are several aspects that must be dealt with and it could be reference to assess the speaking activity. Furthermore, a speaker needs to use the most appropriate words and the correct grammar to convey meaning accurately and precisely, and needs to organise the discourse so that the listeners will understand.

2.2.4. Aspects of Speaking

Generally, speaking must fulfill several aspects, it can be divided into two types based on the achievement, good speaking and bad speaking. Harris (1974:75) said that aspects of speaking were:

1. Pronunciation

Pronunciation refers to the ability to produce easily comprehensible articulation. In other definition, it means that pronunciation is the way for students to produce clearer language when they are speaking.

2. Grammar

Grammar is a rule system in a language. When we speak to other people, it means that we express some of our ideas and thought orally; both listener and speaker should understand each other.

3. Vocabulary

Vocabulary is the words used in a language. We can't speak at all without vocabulary (Wilkins, 1983:111). Nobody can't communicate effectively if they do not have sufficient vocabulary.

4. Fluency

Fluency is Language production and it is normally reserved for speech. Fluency include a reasonable fast speed of speaking and only small numbers of pauses. It means that when a person make a dialogue with another person, the other person can give response well without difficulty.

5. Comprehension

(Heaton, 1991:35). Good comprehension refers to good understanding. If someone's language understanding is good, it will affect the speaking ability. It means that comprehensibility focuses on the students' understanding of the conversation.

From the explanation above, all aspects need to be improved in learning process at second grade students of SMP Negeri 19 Bandar Lampung. The improvement can be reached by implementing storytelling as media to improve the students' speaking skills.

2.2.5. Concept of Storytelling

Storytelling has great value for teachers in fostering a relaxed and intimate atmosphere in the classroom. Stone (1996:104), an experienced Australian teacher/storyteller, describes how using the techniques of storytelling can bring other benefits, such as introducing children to a range of story experiences; providing young students with models of story patterns, themes, characters, and incidents to help them in their own writing, oral language, and thinking; nurturing and encouraging a sense of humor in children, helping children put their own words in perspective; increasing knowledge and understanding of other places, races, and beliefs; leading to discussions that are far ranging and often more satisfying than those arising from formal lessons; and serving as the most painless way of teaching children to listen, to concentrate, and to follow the thread and logic of an argument.

Through storytelling techniques, individuals can learn to express themselves and make sense of the external world. Furthermore, in 1992, the North Dakota Center for the book also began to promote storytelling and festivals (or “tellebrations”). They have stated that: storytelling is an art form through which we have preserved our heritage, passed on traditions, learned skills, and most importantly, developed our limitless imaginations. Storytelling is at the heart of human experience; a means by which we gain a better understanding of ourselves and our world (Storytelling On-line). (North Dakota Center, 1992:212) The statement above shows that with

storytelling we can use our imaginations to develop our background knowledge. The use of storytelling to communicate ideas and to express one's experiences is obvious. Stories are frequently passed between people. And also, storytelling is a good means of developing speaking skills. According to Iverson and Lancey (1961:130), engaging students in storytelling activities develops communication skills and encourages shared learning experiences.

Storytelling is a universal function of language and one of the main ingredients of casual conversation. Using storytelling, students can practice listening and speaking skills in a fun and interactive way. When the teacher tells stories to the students, she communicates with them, entertains them, and passes on information.

Besides that, many students still have problems when they have to speak in front of the class, getting confused and losing the theme, even losing their train of thought so that their speaking becomes unclear, so one way of overcoming these problem is by using storytelling which has been proved is an effective way of improving the speaking skills of students. Children usually love stories. While listening to stories, children develop a sense of structure that will later help them to understand the more complex stories of literature. Through storytelling the teacher can create an atmosphere in which the students can learn English whilst being entertained.

2.2.6. Procedure of Teaching Speaking Using Storytelling

There are some procedures that can be followed by teachers in applying storytelling in teaching speaking. They are as the following (Scott, 1985:263):

- a. Teaching divides the teaching material into two parts.
- b. Before the lesson material is given, the teachers give an introduction to the topics to be discussed. Teachers should write the topic on the white board and ask the students what they know pertaining to the topic. This brainstorming activity is aimed to activate their schemata in order to be more ready for the new learning materials. In this activity, teachers need to emphasize that providing correct guesses is not the point. The important thing is students' readiness in anticipating the instruction that will be given.
- c. Teacher put the student into pairs.
- d. The first part of the material is given to the first students, while the second material will be given to the second student.
- e. Then, the students are ordered to read or listen to their respective parts.
- f. While reading or listening, students are asked to take notes and enlist some key words or phrases in their respective parts. The number of words or phrases can be adjusted in accordance with the length of reading text.
- g. While remembering or paying attention to parts that have been read or heard.

- h. The students own version of the composition is, of course, not necessarily the same with the actual material. When students complete their writing, some students may be given the opportunity to read their essay result.
- i. This activity can be ended with a discussion on the topic of the instruction material. Discussions can be carried out between a couple (a pair) or with the whole class.

To teach storytelling in speaking, the researcher uses this procedure in process of the lesson, especially narrative text which will be the focus of the material. Before the students produce a monologue, they will be help to acquire the knowledge of the structures and the language features.

2.2.7. Narrative

Text Narrative is kind of genre which has social function to amuse, entertain and to deal with actual or vicarious experience in different ways. Narrative deals with problematic events which lead to a crisis or a turning point of some kind, which in 32 turn finds a resolution (Gerrot and Wignel, 1998:192). Based on Competency Based Curriculum 2006, the aim of narrative is to entertain and to amuse the listeners and readers with the real experience or fancy.

According to Nunan (1991), a narrative tells a story, a series of connected incident, or an action. Every genre has its own structure that depends on the function

of the text. It is because, language exists to fulfil certain functions and that these functions will determine the structure of the text and the language content.

One way to understand narrative text is by identifying the generic structure of that text. The simple generic structure that is taught in Senior High School is divided into the following three elements, namely orientation, complication, and the last even resolution (cited in Competency Based Curriculum, 2006). Orientation, in the introduction or orientation the writer or narrator explains where the story happened. In this level, the writer usually produces the atmosphere that can make the readers persuaded to follow the story. In other words, it also has a function as the stimulus to the readers the narrator's literature. By reading the introduction of the text, readers will understand first the contents of the text before they read it.

The second, Complication, in this part, the crisis arises. It is the climax of the narrative. In the middle of story, generally, the narrator shows the complication. Complication makes the story more interesting because the main character is prevented to reach his or her wants. In this part, the narrator brings up the issues occurred in the story. The third, Complications are the description of real life and they tell the readers that every issue or problem can be solved. The last is Resolution or the last event. After spelling many issues in the climax of the narrative, the narrator then narrates to the readers the resolution of the issues or the problems.

Furthermore, grammar is one of language competences which has an important role in communication. This is very reasonable since studying grammar means also studying something which tells about something in the past. Consequently, the correct tense to use is past tense. Simple past tense is the form of time that is used to explain the event at a certain time in the past simply, and the time has known.

Based on Competency Based Curriculum 2006, there are typical common linguistic features to narrative. Those features are:

- a. They are sequenced in time and are often signaled by conjunctions or connections. Like: once upon time, one day, then and others.
- b. They usually use “action” verbs that describe what people do. It is usually past form, like studied, stayed, went and others.
- c. They often contain of dialogues and saying verbs that explain how people spoke, said, and replied and others.
- d. They used adjective that make a noun phrase. Like long black hair, two red eyes and others.
- e. They used adverbs and adverbial phrases that refer to setting of action like here, in the mountain, happily ever after and others.
- f. They use nouns like stepsister, house work and others.

To be clear, here is the example of Narrative text:

ALI BABA AND FORTY THIEVES

(Orientation): Once upon a time there were 40 cruel thieves who put their stolen money and treasures in a cave. They went in the cave by saying “Open Sesame” to the cave entrance. A poor person, named Ali Baba saw them while they were doing that, so he heard the opening word. After they left, he went toward the cave and opened it. Suddenly he found a very large quantity of money and golden treasures. He took some of it and went back home. After that he became a rich man and his brother wanted to know how he became rich.

(Complication): Ali Baba turned into the richest man in his village. His evil brother was really jealous of him, and wanted to know how he could get such a lot of money. Therefore, when Ali Baba went to the cave again to take some more money, his brother followed him. He saw everything, and decided to go back the next day to take some money for himself. The next morning he found a lot of money in the cave, and he wanted to take all of them. Unfortunately, when he was busy carrying the money to his house, the thieves came. The boss of the thieves asked him how he knew about the cave. He told everything, but unluckily they killed him and went to Ali Baba’s house. After finding Ali Baba’s house, they made a plan to kill him the following night. Some of the thieves hid in big jars, and the boss pretended that he was a merchant who wanted to sell the jars to Ali Baba. Ali Baba who was a kind man invited the boss of the thief to have lunch together.

(Resolution): After lunch they took a rest. Luckily, the house maid went out of the house, and found that there were thieves inside the jars. She finally boiled hot oil and poured it into the jars to kill all of them. The boss of the thieves was caught, and put into prison.

(Re-orientation): Ali Baba was saved from the danger, and he finally lived happily ever after with his maid who became his wife shortly after.

<http://www.bartleby.com/16/905.html>

2.2.8. Advantages and Disadvantages of Storytelling

There are some advantages and disadvantages by applying storytelling in teaching learning process.

a. Advantages

1. Cultivates imagination and meditation.
2. Helps with formulation of listening skill.

3. Furnishes the time for creative expression.
4. Stimulates interest and learning.
5. Provides a close contact with the students.

b. Disadvantages

1. May lead to discipline problems unless attention is paid to students' attention spans and their interests.
2. Difficult if the room is crowded and some cannot see.
3. Sometimes difficult to find words that all in a particular group will understand.

2.2.9. Theoretical Assumption

From the frame of theories and explanations above, the researcher assumes that using storytelling in teaching speaking may help the students to improve their speaking achievement and it is also hoped that storytelling can improve five aspects of speaking, such as pronunciation, grammar, fluency, vocabulary, and comprehension. Therefore, by using storytelling in speaking, it is assumed that the students can build an interaction with others and can be more active in expressing their ideas. In addition, using story telling activities will build self-confidence in the students and it may be an effective technique for the students to improve their speaking performance

2.2.10. Hypothesis

The hypothesis formulated in this research is “There is a significant improvement on students’ speaking skill after being taught through storytelling in grammar, pronunciation, vocabulary, fluency and comprehension”.

III. RESEARCH METHODS

This chapter discusses about the methods of the research, such as research design, population and sample, variables, data collecting technique, research procedures, criteria of evaluating students' speaking, validity and reliability, data analysis, data treatment and hypothesis testing.

3.1. Setting of the Research

This research took place in SMP Negeri 19 Bandar Lampung. It is located in Turi Raya, Tanjung Senang, Bandar Lampung. The school has 37 classes and each class consists of 30 to 35 students who come from the low to middle-class economic backgrounds. The total number of the students are 1021. Grade VII consists of 301 students, grade VIII consists of 370 students, and grade IX consists of 350 students. The school has employed 66 teachers. The research study conducted in the first semester of the academic year of 2018/ 2019. It was done from August 1 2018 to August 22 2018.

3.2. Research Design

This research deals with improving students' speaking skill through storytelling in communicating English language since it is often consider as one of difficult skills to be mastered by the students. In conducting the research, the writer

applied quantitative research design as the research methodology. This research mainly deals with score since to find out whether there is improvement on the students' speaking skill or not, the observer compared the result of the test. *One Group Pretest posttest design* used in this research since this research tends to find out the improvement in speaking ability of the students by comparing the results between pretest and posttest. The research design could be presented as follows:

T1 X T2

This formula can be further illustrated as follows:

T1 : Pre-test (given before the observer teaches through retelling story by using picture series and in order to measure the students' competence before they were given the treatment).

X : Treatment (given in three times through retelling story by using picture series to improve students' speaking skills.

T2 : Post-test (given after implementing retelling story by using picture series and to measure how far the students' improvement after they get the treatment

(Hatch and Farhady, 1982)

To heighten the reliability of the test, the researcher used inter-rater reliability. The rater of this research was the English teacher. The subject of the research were given the treatment of teaching speaking using storytelling. Before giving the treatment, researcher conducts a pretest in order to find out the students' speaking

skill before the treatment of teaching speaking using storytelling. In administering the treatment, the researcher used storytelling in teaching speaking. After the treatment, researcher conducted a post test in order to measure how far the improvement of the students' speaking skill after the treatment.

3.3. Population and Sample

The population in this research was the second grade students of SMPN 19 Bandar Lampung that consist of 370 students. The research study involved students of VIII B class as the subjects of the research. The class consisted of 32 students (16 male students and 16 female students). This research was conducted in five meetings, which are one meeting for pre-test, three meetings for treatment and the last for post-test.

3.4. Data Collecting Techniques

In collecting the data, the researcher will use some techniques as follows:

Pre-test

The researcher administers pre-test before treatment. It aims to know the students' speaking skill before the treatment. The researcher were given pretest to 32 students. Before conducting the pre-test, the researcher give the topic and information, and then the students chose the topics and performed it in front of the class. The tests focus in oral test and the researcher records students' performance.

The time provided is 1x40 minutes for all students. This pretest would be done to know the differences before and after the students being taught through storytelling.

Post-test

The researcher administers post-test after the treatments. It will be the same as in the pre-test, but it is aimed to see the development of the students after having the treatment. The teacher asking students to make a pair and try to tell the story with their own words. Then, the researcher will scoring students speaking performance and records the students' performance. The time provided is 1x40 minutes for all students.

3.5. Instrument of the Research

- a. The researcher used speaking test as the instrument of the research. The tests were done twice, in the forms of pre-test ad post-test. The researcher used speaking rubric to collect the scores of the students' speaking performances. Furthermore, the results were used to see whether there were improvements after the actions or not.

- b. Researcher recording the students' performance. Then, researcher give scores about students' performance. The researcher asked the students to concern on five elements of speaking namely pronunciation, fluency, grammar, vocabulary and comprehensible. In the test, the writer used the inter rater. They were the researcher and teacher of English class. In evaluating the

students' speaking performances, the researcher and one rater, listen to the students' performance based on the recorder. The researcher recording the students' utterances because it help the rater to evaluate more objectively. In posttest, the writer conducted the same instructions like in the pretest section.

3.6. Research Procedures

The procedures of the research are as follows:

a. Determining the Problem

This research focused on how to improve students' speaking ability in grade VIII of SMP Negeri19 Bandar Lampung by using storytelling.

b. Selecting and Determining the Population and Sample

The population of the research was the students of SMPN 19 Bandar Lampung as population. The sample is one class which consists of 32 students. The students age range from 13 to 14 years old.

c. Selecting Speaking Material

In selecting the speaking material, the researcher used suitable materials from the internet and syllabus of the second year of junior high. The materials is based on curriculum or K13, which is the curriculum used by the school.

d. Conducting Pre-test.

Pre-test is administered before the treatment (teaching speaking by using storytelling). The test was speaking test. The material of the test is related to the K13 curriculum. The test focuses on oral test. The scoring system is based on the rating scale by Harris (1974).

e. Giving Treatment.

The researcher presents the material for treatment by using storytelling. The students are commanded by teacher to respond or to answer the questions. The treatment held for 40 minutes.

f. Conducting Post-test.

The post-test administers after treatment. It is to find out the progress of the students' speaking ability after they have being given the treatment using storytelling. The scoring system is based on the rating scale by Harris.

g. Recording

The researcher will make a recording while students perform their speaking. It aimed to help the researcher in scoring the students speaking test.

h. Transcribing from the records.

The researcher transcribing the students' speaking performance from the video recorder.

i. Analyzing and Concluding The Data.

After collecting the data, the recorded data would be scored by the two raters. The data will be analyzed by referring the rating scale namely pronunciation, vocabulary, fluency, comprehensibility and grammar.

3.7. Criteria of Evaluating Students' Speaking

The consideration of criteria for evaluating students' speaking ability is based on the oral rating sheet from Harris (1974). There are five aspects to be tested: pronunciation, grammar, vocabulary, fluency, and comprehensibility.

3.1. Table of Scoring Data from Aspects of Speaking Test

Aspects of speaking	Rating scales	Description
Pronunciation	5	Has few traces of foreign accent.
	4	Always intelligible though one is conscious of a definite accent.
	3	Pronunciation problems necessitate concentrated listening and occasionally lead to understanding.
	2	Very hard to understand because of pronunciation problem. Must frequently be asked to repeat.
	1	Pronunciation problem so severe as to make speech virtually unintelligible.
Grammar	5	Makes few (if any) noticeable errors of grammar or word order.
	4	Occasionally makes grammatical and/or word order errors which do not, however, obscure meaning.
	3	Makes frequent errors of grammar and word order which occasionally obscure meaning.
	2	Grammar and word order errors make comprehensibility difficult. Must often rephrase sentences and/or restrict himself to basic patterns.
	1	Errors in grammar and word order so severe as to make speech virtually unintelligible.
Vocabulary	5	Use of vocabulary and idiom virtually that is of native speaker.

	4	Sometimes use inappropriate terms and must rephrase ideas because of lexical inadequacies.
	3	Frequently use the wrong word; conversation somewhat limited because of inadequate vocabulary.
	2	Misuse of words and very limited vocabulary make comprehensibility quite difficult.
	1	Speech is so halting and fragmentary as to make conversation virtually impossible.
Fluency	5	Speech as fluent and effortless as that of native speaker.
	4	Speed of speech seems rather strongly affected by language problems.
	3	Speed and fluency are rather strongly affected by language problems.
	2	Usually hesitant; often forced into silence by language limitations.
	1	Speech is so halting and fragmentary as to make conversation virtually impossible.
Comprehensibility	5	Appear to understand everything without difficulty.
	4	Understand nearly everything at normal speed although occasionally repetition may be necessary.
	3	Understand most of what is said at slower-than-normal speed with repetitions.
	2	Has great difficulty following what is said can comprehend only "social conversation" spoken slowly and with frequent repetitions.
	1	Cannot be said to understand even simple conversational English.

3.8. Validity

A test is considered valid if the test measures the object to be measured and suitable with the criteria (Hatch and Farhady, 1982). A test must aim to provide true measure of the particular skill which is intended to measure. According to the Hatch and Farhady (1982) there are two basic types

of validity; content validity and construct validity. The validity of the pre-test and post-test in this research related to the content validity and construct validity of the test.

Based on the types of validity, the researcher used content and construct validity, both of them explained as follows:

- *Content validity* is concerned with whether the test is sufficiently representative and comprehensive for the test. In the content validity, the material was given suitable with the curriculum. Content validity is the extent to which a test measures a representative sample of the subject matter content, the focus of content validity is adequacy of the sample and simply on the appearance of the test.
- *Construct Validity* is concerned with whether the test is actually in line with the theory of what it means to the language. In this research, the researcher measured the pre-test and post-test's certain aspect based on the indicator. It is examined by referring the aspects that measure with the theories of the aspect namely, pronunciation, vocabulary, fluency, comprehensibility, and grammar. A table of specification is an instrument that helps the raters plan the test.

The scores of each point are multiplied by four. Hence, the highest score is 100.

For example:

If the students get 5, so $5 \times 4 = 20$

4, so $4 \times 4 = 16$

3, so $3 \times 4 = 12$

2, so $2 \times 4 = 8$

1, so $1 \times 4 = 4$

For instance:

A student got 4 in Pronunciation, 4 in Vocabulary, and 3 in Fluency, 4 incomprehensibility and 3 in grammar.

Therefore, the student's total score will be:

Pronunciation $4 \times 4 = 16$

Vocabulary $4 \times 4 = 16$

Fluency $4 \times 4 = 16$

Comprehensibility $4 \times 4 = 16$

Grammar $3 \times 4 = 12$

Total 76

It means he or she get 76 for speaking.

The score of speaking based on five components can be compared in the percentage as follows:

Grammar 20%

Vocabulary 20%

Fluency 20%

Pronunciation 20%

Comprehensibility 20%

Total = 100%

3.2. Table of Rating Sheet Score

S's Codes	Pron. (1-20)	Fluen. (1-20)	Gram. (1-20)	Voc. (1-20)	Compr. (1-20)	Total (1-100)
1						
2						
3						

3.9. Reliability

Reliability refers to extent to which the test is consistent in its score and gives us an indication of how accurate the test score are (Shohamy, 1985). In achieving the reliability of the pre-test and post-test of speaking, inter rater reliability is used in this study. The first rater is the researcher herself and the second rater is the English teacher from SMP N 19 Bandar Lampung .

In achieving the reliability of pre-test and post-test of speaking test, first and second raters discuss of the speaking criteria in order to obtain the reliable result of the test. The researcher will use Rank Order Correlation in determining the reliability. The statistical formula of reliability is as follow:

$$R = 1 - \left(\frac{6(\sum d^2)}{N(N^2 - 1)} \right)$$

R = Reliability

N = Number of students

d = the different of between R1 and R2

d^2 = the square of d

1-6 = constant number

After finding the coefficient between raters, the researcher analyzes the coefficient of reliability with the standard of reliability below:

- | | |
|----------------------------|----------------------------|
| a) A very low reliability | (range from 0.00 to 0.19) |
| b) A low reliability | (range from 0.20 to 0.39) |
| c) An average reliability | (range from 0.40 to 0.59) |
| d) A high reliability | (range from 0.60 to 0.79) |
| e) A very high reliability | (range from 0.80 to 0.100) |

(Slameto, 1998)

3.10. Data Analysis

To get to know the improvement of students' speaking ability taught by using Storytelling and students' score is computed by doing these activities:

1. Scoring the pre-test and the post-test.

2. Finding the mean of pre-test and post-test.

The mean is calculated by applying this formula:

$$M = \frac{X}{N}$$

Where :

M = Mean (the average score)

X = Students score

N = Total number of

students(Arikunto, 1999)

Then the mean of pre-test is compared to the mean of post-test to see the improvement. In order to find out whether the students get an improvement, the researcher uses the following formula.

$$I = M2 - M1$$

Notes:

I = the improvement of students' speaking achievement.

M2 = the average score of post-test

M1 = the average score of pre-test

After the data are collected, the researcher treats the data by using the following procedures:

Putting the data of score of pre-test (T1) and posttest (T2) on table below:

S' code	Pronunciation		Vocabulary		Fluency		Comprehension		Grammar		Total	
	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2
1												
2												

Row data of oral test

No	Students' code	Rater 1		Rater2	
		Pre-test	Post-test	Pre-test	Post-test
1	A				
2	B				
3	C				
....					

3.11. Data Treatment

In order to find out the aspect and improvement of students' speaking skill after being taught by using storytelling, the researcher uses statistics to analyze the data using the statistical computation i.e. Repeated Measures T – Test of SPSS. According to

Setiyadi (2006), using Repeated Measures T - Test for hypothesis testing has 3 basic requirements, namely:

1. The data is interval or ratio.
2. The data is taken from random sample in population (not absolute).
3. The data is distributed normally.

3.12. Hypothesis Testing

After collecting the data, the researcher will analyze them to find out whether there is an improvement of students' speaking skill after being taught using storytelling. The researcher used Repeated Measures T-test to find out the difference of the treatment effect.

The hypothesis is analyzed at significant level of 0.05 in which the hypothesis is approved if $\text{Sig} < \alpha$. It means that the probability of error in the hypothesis is only about 5 %. The hypotheses are as follows:

H_0 : There is no significant improvement on the students' speaking skill after being taught using storytelling. The criteria of H_0 is accepted if alpha level is higher than 0.05 ($\alpha > 0.05$).

H_1 : There is significant improvement on the students' speaking skill after being taught using storytelling. The criteria of H_1 is accepted if alpha level is lower than 0.05 ($\alpha < 0.05$).

V. CONCLUSIONS AND SUGGESTIONS

5.1. Conclusions

This research was concerned with the implementation of storytelling teaching speaking to second graders. In relation to the research findings and discussion, the researcher draws the following conclusions:

1. There was a significant improvement on students' speaking skills after being taught through storytelling technique at the second grade of SMPN 19 Bandar Lampung. It can be seen from the mean score of pretest and posttest. Mean score of posttest is higher than mean score of pretest. It happens because storytelling technique has been found to build students ability to speak. This can be identified from the increase of the students' achievement in speaking class, their mean score of pretest (52.87) and mean score of posttest (75.00) with an increase 22.12 points.
2. The results of this research revealed that all the aspects of speaking skills that improved the most ranging from the highest to the lowest aspects are:
 - 2.1. Comprehension improved the most because the students could understand the story and general meaning, also the students already

knew the structure and can tell the story in good order. It means that the students could understand well what their retell about the story.

2.2. Pronunciation improved because the students could pronounce the words in posttest better than in pretest they could use spelling, intonation, pitch and stress.

2.3 Fluency improved because the students could express the words quickly and easily so the other speaker can give respond well without difficulty without using pause.

2.4. Vocabulary improved because the students could use the right close class such as; conjunction, pronoun, and preposition, and open class such as noun, verb, adjective, and adverb in the sentence.

2.5. Grammar improved because they were able to use unit and pattern of language in oral from, also they could differentiate present tense and past tense.

5.2. Suggestions

Referring to the conclusion above, some suggestions can be listed as follows:

1. English teachers are recommended to apply storytelling as one of the ways in teaching speaking of narrative text because it can help the students in comprehending the text easier. It can make the students enjoy the teaching learning

activity in narrative text and stimulate the students' speaking achievement. This is proved by the result of students' speaking score.

2. In this research, the researcher had applied Storytelling to increase the students' speaking ability of narrative text achievement. Further researchers should apply other kinds of texts, i.e., descriptive, exposition, spoof, recount, report text etc. In implementing this technique, the teachers are suggested to give more attention to students' awareness in grammar because grammar was the lowest score.
3. Since the researcher just conducted her study at the second year of Junior High School. Further researchers are suggested to conduct Storytelling technique on different level of student in order to investigate whether there is any significant improvement of the students' increase in speaking achievement.

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